




## PIWI

### *Parents Interacting With Infants*

Supporting Infant and Toddler Social and Emotional Development Through Parent-Child Interactions

## Agenda

- Introduction to the PIWI Model & Philosophy
- Dyadic Interactions and Strategies
- Triadic Interactions and Strategies
- Parents as Observers
- Developmental Observation Topics (DOT)
- PIWI and Home Visiting








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## Learner Objectives

- Participants will be able to describe the PIWI Model and Philosophy
- Participants will understand the importance of keeping the parent-child dyad at the center of everything we do
- Participants will be able to describe how the components of the PIWI Model work together in the implementation process

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## Early Experiences Matter





## Today's Question...

...not whether early experience matters, but rather how early experiences shape individual development and contribute to children's continued movement along positive pathways.




“The real voyage of discovery consists not in seeking new landscapes but in having new eyes.”  
- Marcel Proust





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**Resources by Type:**

- Chat Sessions
- Decision Making Guidelines
- En Español
- Family Tools
- Research Syntheses
- Practical Strategies
- State Planning
- Training Kits
- Training Modules
- Infant/Toddler
- PreSchool
- Pre-K Parent Modules


The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

**The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.** We have developed extensive, user-friendly training materials, videos, and print resources which are available directly from this website to help early care, health and education providers implement this model.

**State Partnerships**

Visit our states page to find more information about any of our state partners or new resources and information for all states.

State Partners: California, Colorado, Hawaii, Iowa, Maryland, Massachusetts, Nebraska, North Carolina, Tennessee, Vermont, and Wisconsin.



**Pyramid Model**  
Promoting Social and Emotional Competence in Infants and Young Children

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**Resources by Group:**

- For States
- For Trainers/Coaches
- For Families
- For Teachers/Caregivers

**Order Materials**


**Links**




**Resources: Parent Training Modules**

These modules include:

(1) Making Connection? (2) Making it Happen? (3) Why do Children Do What They Do? (4) Teach Me What To Do! (5) Facing the Challenge (Part 1) (6) Facing the Challenge (Part 2), a Family Workbook, and a Facilitators Guide

 View full-featured PowerPoint presentations with The PowerPoint™ Viewer (versions 97 and later)

 Modules are best viewed using the Adobe Acrobat Reader.

**Presenter's Presentation (PPT)**

Handout 1: The PIWI Philosophy PDF

Handout 2: PIWI Implementation Guidelines PDF

Handout 3: Dyadic Characteristics and Strategies PDF


Handout 4: Dyadic Activity (Video 1) PDF

Handout 5: Triadic Strategies PDF

Handout 6: Triadic Strategies Examples PDF

<http://csefel.vanderbilt.edu/>

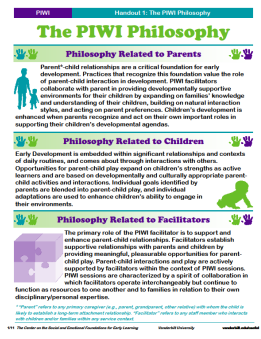
## PIWI: What's it all about?



**3 KEY OUTCOMES**

- Competence
- Confidence
- Mutual Enjoyment

## Activity



**Handout 1: The PIWI Philosophy**

**The PIWI Philosophy**

**Philosophy Related to Parents**

Parent-child relationships are a critical foundation for early development. Practices that recognize the foundation value the role of parent-child interaction in development. PIWI facilitates collaborative work aimed at promoting developmentally appropriate interactions between parents and children by equipping them with knowledge and understanding of their children, building on natural interaction styles, and setting up parent practices. Children's development is enhanced when parents recognize and act on their own important roles in supporting their children's developmental agendas.

**Philosophy Related to Children**

Early Development is embedded within significant relationships and contexts of daily routines, and comes about through interactions with others. Opportunities for parent-child play depend on children's strengths as active learners and are based on developmentally and culturally appropriate parent-child activities and interactions. Individual goals identified by parents are focused into parent-child play, and individual adaptations are used to enhance children's ability to engage in their environments.

**Philosophy Related to Facilitators**

The primary role of the PIWI facilitator is to support and enhance parent-child relationships. Facilitators establish supportive relationships with parents and children by providing meaningful, observable opportunities for parent-child play. Parent-child interactions and play are actively supported by facilitators within the context of PIWI sessions. PIWI sessions are characterized by a spirit of collaboration in which facilitators operate interdependently but continue to function as resources to one another and to families in relation to their own discipline professional expertise.

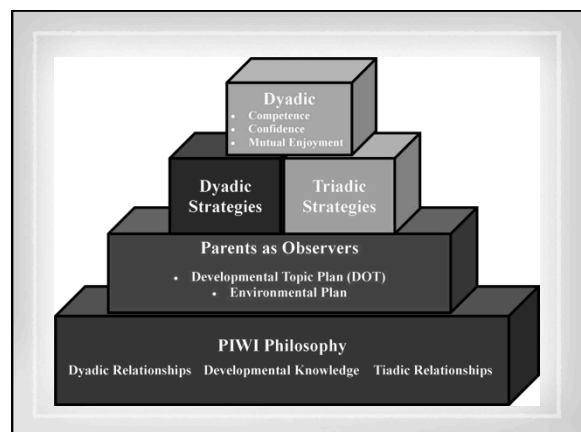
© 2007 The Center on the Social and Emotional Foundations for Early Learning. Handout 1: The PIWI Philosophy. www.csefel.vanderbilt.edu

## The PIWI Model Is...

- A set of beliefs (a "philosophy") about families, children, and helping relationships
- A set of implementation guidelines that supports the philosophy

## The PIWI Model is Not

- A curriculum





***Our focus will be on ways of interacting with parents that...***

- Supports competence, confidence, and positive relationships at both the facilitator-parent-child level and the parent-child level
- Keeps the parent-child relationship at the center of everything we do - by supporting responsive, respectful parent-child interactions

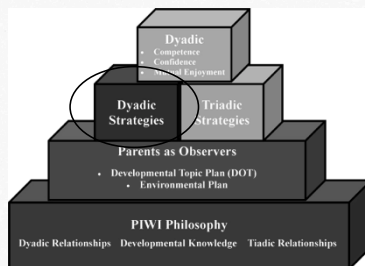
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**WHY EMPHASIZE PARENT-CHILD INTERACTIONS?**



- Teaching responsive interaction skills to parents has a positive impact for both child and caregiver.
- Parents can recreate and build on activities that are introduced in PIWI
- How much time do you have with the family? What happens when you are not there?

**Dyadic**



**Characteristics of Good “Interactors”**

READABILITY!  
READER-ABILITY!

- Sensitive
- Warmth
- Responsive
- Accepting

**Characteristics of Mutually Satisfying Interactions**

- Shared emotion
- Joint attention
- Predictability
- Reciprocity/Turn-Taking



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**What influences our interactions?**

**Adults** are influenced by ...

Health  
Gender  
Age  
Temperament  
Life conditions  
Mental health  
Previous history of interactions with children  
Knowledge of child's development  
Family structure (e.g., multiple children in family)

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### **Children** are influenced by ...

Health  
Age/developmental status  
Temperament  
State  
Previous history of interactions with caregivers

### **Dyads** are influenced by ...

Their history as a dyad  
Purpose of the interaction  
“The match”

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## **Dyadic Interactions**

### ***What adults do...***



- Set the stage for interaction
- Maintain child's interest and attention
- Establish reciprocal roles (turn-taking)
- Match and follow
- Support and Scaffold Learning



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### **Set the Stage for Interaction**

- Position self and child so that mutual gaze and joint attention are possible
- Provide objects and events appropriate to the child's development and understanding
- Physically support the child if needed for interaction with others and objects

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### **Maintain Child's Interest and Attention**

- Establish self as an interesting partner
- Maintain warm, encouraging manner
- Provide clear emotional signals
- Use novelty and exaggeration to capture interest
- Be sensitive and responsive to child's emotional expressions
- Regulate pace of interaction in response to child's mood and emotional cues
- Recruit child's attention when unengaged or unfocused
- Introduce new focus or activity when needed

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## **Establish Reciprocal Roles *Turn-Taking***

- Respond to child's initiations
- Establish predictable, reciprocal interaction routines
- Provide time for child to take a turn
- Let child know that a response is expected ... then WAIT
- Imitate ... then WAIT

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## **Match and Follow *Wait, Watch and Then Join in***

- **Wait** and **watch** to see what the child is interested in, how/what the child is playing and then **join** the child's play by following their lead and matching their focus of attention/interest
- Comment on child's activities and interests
- Acknowledge child's emotions

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## **Support/Scaffold Learning**

- Elaborate on child's communicative attempts
- Add new actions and elements to established interaction routines
- Balance support (e.g., suggestion, demonstration) with opportunity and expectation for independence
- Pose "dilemmas" for child to solve

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## Turning Dyadic Interaction Characteristics *Into* Strategies

*...any alterations or additions that the adult intentionally uses during adult-child interactions to facilitate a better match with the child and to foster his/her development*

## The PIWI Philosophy

1. The importance of supportive, responsive relationships
2. Building on the strengths of the dyad
3. Supporting confidence, competence, and mutual enjoyment

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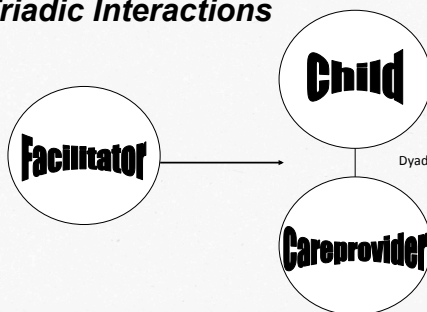
## Triadic



## MY “HELP GIVER” ...

- **Content ...**
  - respects *my* agenda
- **Process ...**
  - uses *my* preferred learning style
  - *matches* where I am
  - *changes* as I change
- **Relationship**
  - is sensitive, responsive, positive, respectful

## Triadic Interactions



## What are Triadic Strategies?

*Triadic Interaction Strategies are those... used by the facilitator during parent-child interactions to expand and build interactions that are pleasurable for both partners and supportive of children’s development, while also recognizing and strengthening the natural competence of parents as they interact with their children.*

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### Triadic Strategies

- Establish a Dyadic Context
- Affirm/Acknowledge Parenting Competence
- Focus Attention
- Provide Developmental Information
- Model
- Suggest

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### Triadic Strategies *Least to Most*

- Establish a Dyadic Context
- Affirm/Acknowledge Parenting Competence
- Focus Attention
- Provide Developmental Information
- Model
- Suggest



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### Two approaches to “softening”

- Use the child’s voice
- Use indirect statements
  - “I wonder what would happen if you ...”
  - “Sometimes he seems to like it when you ...”
  - “Some children respond if you ...”
  - “Yesterday I saw you ...”

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### Implementing Triadic Strategies The “MATCH”

#### Dyadic



#### Triadic



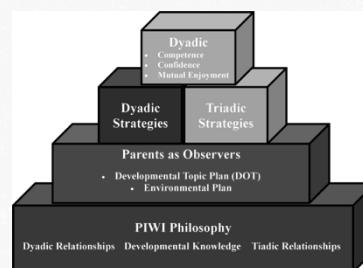
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### Triadic Rules to Guide Us

- Put yourself in the parent’s shoes in order to achieve the right level of support
- Think about the **strengths** of the dyad
- Think about the key outcomes of supporting **confidence** and **competence**
- Be careful with “modeling” and “suggesting”
- Choose the least directive/support triadic strategy and then wait, watch, and adjust

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### Parents as Observers



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## Why Parents as "Observers"?

### • Benefits to Parents

- Better understand what their child is like
- Experience pride in what their child can do
- Better understand their role in supporting their child's development
- Gain confidence in supporting their child's development and learning
- Have fun with their child!

### • Benefits to Children

- Practice and demonstrate what they can do
- Expand what they already do, know & feel
- Gain confidence and feel good about themselves
- Have fun with their parent(s)!

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## Why Focus?

Focusing → Better Observations →

Better Interpreters → More Accurate

Interpretations → Sensitivity &

Responsiveness → Better Supporter

of Child's Development

## Developmental Observation Topics (DOT) *What I'm Like* (more than just developmental information!)



## Definitions...

A Developmental Observation Topic (DOT) is  
...an aspect of children's development that is  
selected as an **organizer** for parents' observations, based on parents' concerns and interests and on children's developmental agendas, as stated from the child's point of view  
...a **framework** for planning environments and activities that support parents' observations and understanding of their children's abilities, inclinations, needs, feelings, and of the influence of physical and social environments on how children express their development.

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## Sample DOTs

(from the child's perspective)

### Forming close and secure relationships

- How I interact with adults (social play)
- How I interact with other children

### Experiencing, expressing, and regulating emotions

- What I'm like (temperament)
- How I communicate my wants and needs

### Exploring the environment and learning

- How I let you know what I'm interested in
- How I explore my environment

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## Developmental Observation Topics

Where do ideas for DOTs come from?

- Knowledge of child development
- Children's development and interest
- Parents' Concerns and Interest
- Activity Books
- Characteristics of materials



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### PIWI Schedule for a Home Visit

<b>GREETING</b>	<b>10 min.</b>
Arrival	
Informal Conversation/Checking in	
<b>OPENING DISCUSSION</b>	<b>15 min</b>
Sharing what happened since last visit	
Introduce Developmental Observation Topic	
Take a "Guess"/Predict	
<b>PARENT-CHILD OBSERVATION TIME</b>	<b>20 min</b>
<b>PARENT-CHILD SONGS &amp; GAMES</b>	<b>10 min</b>
<b>CLOSING DISCUSSION</b>	<b>10 min</b>
Sharing What Happened	
Activities to try before next visit	
<b>GOODBYE SONG/ROUTINE</b>	

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### Typical PIWI Schedule for a Parent-Child Group

<b>GREETING/WELCOME</b>	<b>10 min.</b>
Arrival	
Informal Conversation	
Hello Song	
<b>OPENING DISCUSSION</b>	<b>15 min</b>
Sharing	
Introduce Developmental Observation Topic	
The "Guess"	
<b>PARENT-CHILD OBSERVATION TIME</b>	<b>25 min</b>
<b>SNACK</b>	<b>15 min</b>
<b>PARENT-CHILD SONGS &amp; GAMES</b>	<b>10 min</b>
<b>CLOSING DISCUSSION</b>	<b>15 min</b>
Sharing What Happened	
Carry Over to Home	
<b>GOODBYE SONG</b>	

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Today we are going to....

Watch to see how I play with  
other children when you are  
there to help me!

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### Opening Discussion

Introducing the DOT:

"Today we are going to talk about how our children let us know... This is really important because..."

Asking Questions:

"How does your child let you know...What does your baby do when..."

Making a Prediction/Guess:

"Today we will have these materials/toys... What do you think your child will..."



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### Closing Discussion

What happened?

"Did your child do what you thought they would do or did they do something completely different? Did anything surprise you? What happened when you...?"

Main Points

"We saw children doing a lot of different things today...but they all had their own ways of showing us...We can support our children by..."

Carry-over to home

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### A PIWI Environment...

- is carefully planned
- changes from moment to moment based on the engagement of child(ren) and parent(s)
- supports competence, confidence and mutual enjoyment in all parent-child dyads
- includes consideration of 4 environmental elements:
  - schedule
  - space
  - materials
  - roles

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### PIWI Environment Matrix

- Schedule
  - Greeting/Welcome
  - Opening Discussion
  - Parent-Child Observation/Play Activities
  - Snack/Informal Conversations
  - Parent-Child Songs & Games
  - Closing Discussions
  - Transitions
- Purpose of Environment
- Equipment/Materials
- Space
- Facilitator Roles

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### THE BIG PICTURE

What infants and toddlers are working on developmentally and interested in  
&

Parent Concerns and Interests

***should match the***

Developmental Observation Topic (DOT)

***which should create the***

Environment and Discussion

***which should support  
and promote***

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Parent observation  
&  
Parent-child interaction

***which should promote***

**COMPETENCE  
CONFIDENCE  
MUTUAL ENJOYMENT**

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### Reflection

- What questions do you have about the material we discussed?
- What additional strengths are you able to recognize in your work and practices?
- What did you see or hear that will be useful in your role and work?
- How do you plan to learn more about the materials?